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## Keep Milk in the Menu...

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# All About Bulletins . . .

By Elsie Wilson

AS LONG as there have been classes in Home Economics, and as long as bulletins have been published, there has been no doubt a question concerning the place of bulletins in public school teaching.

Whenever the subject of bulletins comes up there are always such questions as:

1. What shall I do with the bulletins sent out by commercial firms?
2. Which bulletins can be used by the pupils as reference materials?
3. How should bulletins be used if they are to be most effective?

Each teacher of home economics has economic problems whether it is a "year of depression" or not. For that reason, she is eager to use the free materials that come her way and to secure more materials either free or at as nominal a sum as possible. It is primarily for the assistance of those teachers who desire additional teaching materials that an exhibit of bulletin materials has been prepared by the Iowa State Home Economics Association and is now available for examination by teachers in attendance at the state and district Home Economics meetings.

Bulletin materials that have been definitely prepared as a part of practical and educational service to homemakers may be of much value in the classroom. If properly used they fill an important place as reference materials for Home Economics or Homemaking courses. A carefully selected list, provided in time for the most pertinent use, and adequately used, is well worth expenditures of time and effort or of money in securing them.

## Evaluation of Bulletin

In choosing bulletin materials all possible uses should be carefully considered. Uses that can be justified satisfactorily may be as follows:

1. For teacher information and stimulation. Information that is **accurate** and **reliable** is one means of keeping up-to-date.
  - a. Results of recent studies and investigations often appear in pamphlet or magazine form before being printed more permanently.
  - b. The popular form of the contents of some bulletins may be suggestive of problems or of interesting external connections to classroom material.
2. For the illustrative materials they provide. Nearly all bulletins are illustrated. Some are illustrated profusely although some illustrations may contribute very little to the contents of the bulletin.

If, however, the bulletins are used largely for the illustrations they contain, the illustrations should be carefully evaluated. The same standard for estimating the probable value of illustrations may be used as are suggested by Miss Jennie C. Rowntree in an article entitled "Illustrative Material for the Teaching of Foods and Nutrition" in the *Journal of Home Economics*, September, 1931, 855-858.

## 3. For pupil references.

- a. To gain new information.
- b. To verify personal or class opinion.
- c. To provide more than one source of information on a subject or problem.

If the students are to be given the most adequate training they will have to have opportunity to develop resourcefulness and independence in solving everyday problems as they are to be met outside of the classroom. Verifying class as well as personal opinion by the printed word of an authority will help to check judgment and should establish better habits of thinking. Comparing two or more references on the same subject not only verifies or disproves class conclusions but leads to an evaluation of the printed article which is invaluable to the potential homemaker. Only to the degree that the students are able to find sources of information for specific problems and are able to interpret and evaluate the printed page, whether it is an advertisement of a household commodity, directions for combining ingredients of a recipe, the results of some experimental investigation, or new discoveries in home practices, can be said to be adequately trained to meet everyday home problems. Because successful teaching involves the development of judgment ability and habits of good thinking it is highly desirable that a variety of reference materials be provided.

The average home receives a variety of printed matter, the daily paper, household magazines, and advertising pamphlets. For that reason alone, it would seem highly desirable to use magazine articles, bulletins and pamphlets as well as the more familiar text and reference books. In fact it is the former that more nearly approximates home conditions.

**Care and Storage of Bulletin Materials**

Due to the great variation in the size and shape of bulletin materials care and storage that will facilitate ease of handling during use, and that will prolong life during their period of usefulness becomes quite a problem. Some teachers

(Continued on page 15)

# Keep Milk in the Menu . . .

By Thelma Carlson

IN VARYING our diets we often substitute rice for potatoes, eggs for meat, or tomatoes for fresh fruit, but we find that milk is one of the foods for which there seems to be no substitute. We sometimes find it hard to get in the required pint of milk for adults and the quart for children each day.

This is especially true when there are grown-ups in the family, who do not like to drink milk. They sometimes feel that they do not like the flavor, or the milk does not agree with them, so we must give them their required amount in their food.

One of the first things to try for them is milk drinks. Sometimes a dash of cinnamon or nutmeg will change the flavor enough for them to like the milk. They might even consider milk good to which vanilla or maple flavoring has been added. Syrups such as chocolate or caramel, which are made and stored, can be added to the milk when desired.

Then there are the breakfast drinks such as cocoa and chocolate. One cup of cocoa or chocolate which has one-half

cup of milk gives the adult one-fourth of his day's requirement.

Egg nogs and malted milks may be served with the meal. They are also refreshing between meals. Buttermilk is a milk drink which is liked by some people.

Serving soup at one of the meals adds at least one cup of milk for each serving. One may have tomato, pea, corn, potato, spinach—in fact there are so many cream soups that one is sure to find one that the person likes.

In creaming vegetables, there is usually at least one-fourth of a cup of milk in each serving. Desserts such as custards or junket may add as much as two-thirds cup of milk to the diet. Sometimes we may even let cottage cheese take the place of part of our milk.

When the menu for the day contains cocoa for breakfast, soup or a milk drink for lunch and a creamed vegetable for dinner the day's requirement is taken care of—yet room is left for variation that will not make the meals monotonous from day to day.